

<b>Inspection date</b>	16 January 2015
Previous inspection date	8 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Some learning lacks challenge, because observations are not used effectively to plan adult-led activities that cover all areas of learning and match each child's level of development. Therefore, children do not always make the best possible progress towards the early learning goals.
- Partnerships with other providers that the children attend, are not strong enough to share purposeful information to effectively support children's learning and development.
- Self-evaluation does not sufficiently identify strengths and weakness to improve the quality of teaching and learning. The childminder does not take account of the views of parents and children when deciding what could be improved at the setting.

### It has the following strengths

- The childminder places a good focus on supporting children's language and communication skills by providing a narrative of children's play and introducing new words.
- Children are happy, relaxed and have formed close attachments with the childminder. Consequently, children are secure and self-assured.
- The childminder has a good understanding of safeguarding. As a result, risks to children are identified and minimised.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching and learning by, ensuring that observations of children's progress are used effectively to cover each area of learning through well-planned, adult-led activities that match children's individual abilities and provide them with challenge.

### To further improve the quality of the early years provision the provider should:

- extend self-evaluation through monitoring and analysis, to identify targets for improvements that will improve the quality of teaching
- improve partnerships with other provisions that the children attend, in order to share purposeful information and further support children's learning and development.

### Inspection activities

- The inspector had a tour of the premises used for childminding.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed the learning that was taken place.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at a sample of policies, procedures and documentation provided by the childminder.
- The inspector discussed self-evaluation with the childminder.

### Inspector

Lynn Byrne

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children generally enjoy their time at the provision as they explore and choose the resources to play with. The childminder joins in with the children's play to extend their learning by asking relevant questions and giving children time to play and discover. For example, the childminder supports the children to recognise colours and predict what will happen next when they are playing with interactive toys. However, although educational programmes mostly cover all areas of learning, and the childminder observes the children to track their progress, she does not make the best use of this information. Children are not always provided with adult-led activities that provide a good level of challenge in all areas of learning to enable them to maximise their progress. The childminder gains information from parents verbally to help settle them and gain information about their starting points. The progress check for children between the age of two and three and regular daily discussions keep parents informed of their children's progress.

### **The contribution of the early years provision to the well-being of children requires improvement**

The childminder provides a warm, welcoming and safe environment, both in and outdoors. Children have plenty of exercise and develop their physical skills well. There is a variety of resources that are accessible to the children. This encourages independence and self-confidence, which supports and prepares children emotionally for the next stage in their learning and school. Children benefit from regular trips to toddler groups to develop their social and language skills. The childminder takes a consistent approach in her expectations of children's behaviour, giving praise and encouragement. Children gain an awareness of safety and managing risk as they learn road safety when they collect older children from school and tidy away their toys. The childminder provides healthy snacks and encourages the children to drink water throughout the day to support good health and help them to recognise their own needs.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage are understood by the childminder. She has attended training on first aid and child protection and has procedures to follow if she had concerns regarding the welfare of a child. The childminder minimises potential hazards through risk assessments and safety checks. Monitoring of children's learning and development provide an assessment of children's skills, abilities and progress to identify next steps in learning. However, systems to monitor children's educational programmes are not robust enough to ensure activities provide challenge in all areas of learning. Self-evaluation does not sufficiently identify actions to improve practice and does not gain the views of parents and children. Partnership with parents support effective information sharing. The childminder has also established links with the providers of other settings the children attend. However, information to support a consistent approach to children's individual education and care is not shared effectively between them.

## Setting details

<b>Unique reference number</b>	322609
<b>Local authority</b>	Wigan
<b>Inspection number</b>	819203
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 March 2011
<b>Telephone number</b>	

The childminder was registered in 1998. She lives in a house in Winstanley, Wigan. The whole of the ground floor, first floor bathroom and rear garden are used for childminding. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate  
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